STUDY OF ADJUSTMENT AND SELF EFFICACY OF SECONDARY LEVEL STUDENTS WITH REGARDS TO THEIR EMOTIONALINTELLIGENCE

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INTRODUCTION:

Education, considered the most significant innovation of mankind that has elevated man from a primitive state similar to that of animals. Its transformative power has made individuals to change their basic nature and develop into a perfect human being. Education plays a vital role and serves as a fundamental pillar for the advancement of civilization and social survival. Interestingly, education does not start from any schools or colleges but begins even before birth, as it influences the development of the embryo within another's womb and not only extends beyond higher education but persists until an individual's final breath. It adopts different aspects and perspective of mankind and change things simultaneously.

The basic aspect regarding education is to cultivate individuals with a rich cultural background, making them an asset to society. It inculcates social efficiency, social awareness, economic productivity, and moral and cultural enhancement. Education acts as a guiding force, transmit wisdom and facilitating adeptness in the three arenas of existence: the senses, skills, and the soul.

It is also important to ensure quality learning outcomes. The evaluation of learning progress based on progress tests, which based on the knowledge that has been acquired. These outcomes serve as benchmarks to assess the effectiveness of educational institutions.

While a person's emotions may not be directly observable, they may be checked through the behavior and introspective result. Emotions arise when a stimulus situation is associated with past experiences and perceived implications for the future. For example, in an institution, when an employee faces a threatening condition, his/her response can manifest in one of two ways. Either he/she would develop confidence and handle the condition confidently or may be face fear.

In our daily lives, emotions impact our relationships with others. The emotional process is totally connected to our overall experiences, constantly influenced by and influencing other

ongoing Cognitive processes.

Theoretical Framework

It will be guiding social cognitive theory and emotional intelligence. They are interconnected with each other a social cognitive theory states that a child's self-belief is a combination of emotional intelligence and environmental factors.

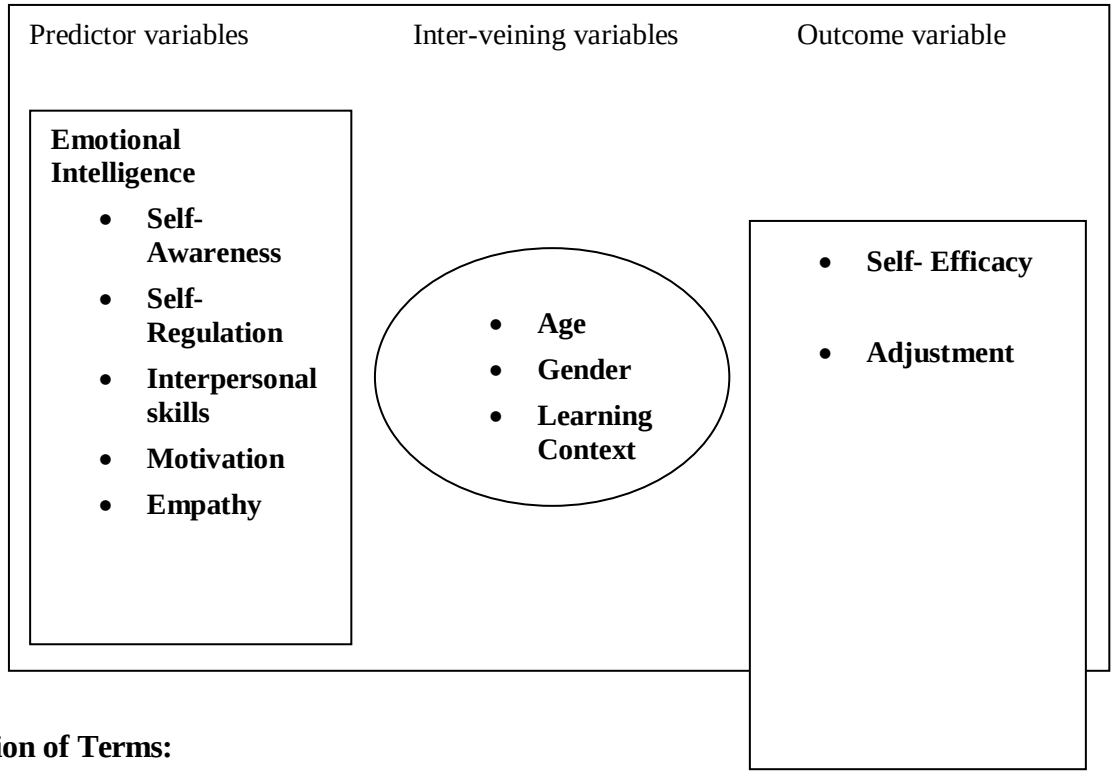
a. Social Cognitive Theory (Bandura,1986) [13]

Critical role of self- introspection in human perception, motivation and behavior. It actually focuses on the control over the emotions in an individual.

b. Emotional Intelligence Theory (Salovey& Mayer,1997)[9]

It relies on a thought that emotions had an immediate impact on behavior. Theorist suggested that it was connected to all achievements. It is having some skills like emotional and social, proficiency and further it is categorized into five are as namely; Self-awareness, impulsive control, zeal, generosity and interpersonal skills.

Conceptual Framework



Definition of Terms:

Emotional Intelligence

It is basically to appreciate and recognize feelings in our self and in others.

- According to **Cooper and Sawaf (1997)**[10], emotional intelligence refers to the ability to recognize and understand emotions and to apply them effectively as a source of energy, insight, and influence in personal and professional contexts. This perspective emphasizes the functional use of emotions as tools for enhancing knowledge, decision-making, leadership, and interpersonal relationships.
- According to **Goleman (1995)**[11], emotional intelligence consists of five key components: (i) self-awareness — the ability to recognize and understand one's own emotions, (ii) self-regulation — the capacity to manage and control emotions, (iii) motivation — the drive to direct emotions toward achieving goals, (iv) empathy — the ability to understand and consider others' emotions, and (v) social skills — the competence in managing relationships effectively.

Self-Efficacy is the belief in one's own ability to successfully achieving something. Working with

students everyday–checking their work, grading their performance, giving them feedback is a part of understanding. Now, it's our responsibility to guide them to achieve their goals. They handle them courageously and maintain the aura. On the contrary students who doubt their abilities, and take these tasks as threats and give up quickly. This can lead to task failure. Hence, believing in ourselves lead to success.

- **Bandura (1997)[8]:**Self-efficacy refers to an individual's belief in their capabilities to organize and execute the courses of action required to manage prospective situations.
- **Schunk (1991)[12]:**Self-efficacy is the belief in one's capability to learn or perform behaviors at designated levels.
- **Pajares (2002)[7]:**Self-efficacy is the confidence people have in their abilities to carry out tasks and reach goals, even in the face of challenges.

Adjustment: when a person maintains equilibrium in requirements and the situations. It is a process in which a person has to handle the crucial elements with stress, tensions and conflicts to meet the fruitful results.

- **Shaffer (1961)[17]:**Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.
- **Coleman (1970)[16]:**Adjustment is the outcome of the individual's attempts to deal with stress, tension, conflict, and to meet his or her needs.
- **Lazarus (1976)[15]:**Adjustment refers to the psychological processes through which people manage the demands and challenges of everyday life.

STATEMENT OF THE PROBLEM:

STUDY OF ADJUSTMENT AND SELF EFFICACY OF SECONDARY LEVEL STUDENTS WITH REGARDS TO THEIR EMOTIONAL INTELLIGENCE

VARIABLES:

- **Dependent variable:** Adjustment and Self- Efficacy among secondary students has been taken as dependent variable
- **Independent variable:** Emotional Intelligence has been taken as independent variable

Aims of the Study:

The main focus is to study the emotional intelligence, self- efficacy beliefs and Adjustment among boys and girls students in search of components related with high and poor conduct in private and government secondary schools in Meerut, U.P.

RESEARCH OBJECTIVES

1. To study the emotional intelligence of government and private school students.
2. To study the adjustment of government and private school students.
3. To study the self-efficacy of government and private school students.
4. To study the adjustment of boys and girls studying in Government secondary schools with regards to their high level of emotional intelligence.
5. To study the adjustment of boys and girls studying in Government secondary schools with regard to their low levelof emotional intelligence.
6. To study the adjustment of boys and girls studying in private secondary school with regards to their high level of emotional intelligence.
7. To study the adjustment ofboys and girls studying in private secondary school with regard to their low level of emotional intelligence.
8. To study the self-Efficacy of boys and girls studying in Government secondary schools with

regard to their high level of emotional intelligence.

9. To study the self-Efficacyof boys and girls studying in Government secondary schools with regard to their low levelof emotional intelligence.

10. To study the self-Efficacy of boys and girls studying in private secondary schools withregard to their high level of emotional intelligence.

11. To study the self-Efficacy of boys and girls studying in private secondary schools with regard to their low level of emotional intelligence

12. To study the relationship between emotional intelligence and self-efficacy of boys andGirls' students studying in Government school.

13. To study the relationship between emotional intelligence and self-efficacyof boys' andGirls students studyingin private school

14. To study the relationship between emotional intelligence and adjustment of boys' and Girls' students studyingin government school.

15. To study the relationship between emotional intelligence and adjustment of boys' and Girls' students studyingin private school.

16. To study the relationship among emotional intelligence, adjustment and self-efficacy of boys' and Girls'students studying ingovernment school.

17. To study the relationship among emotional intelligence, adjustment and self-efficacy of boys' and Girls' students studyingin private school.

RESEARCH HYPOTHESES

1. There is no significant difference between emotional intelligence of students studying in government and private schools.

2. There is no significant difference between adjustment of students studying in government and

private schools.

3. There is no significant difference between self-efficacy of students studying in government and private schools.

4. There is no significant difference between the adjustment of boys and girls studying in government secondary school with regards to their high level of emotional intelligence.

5. There is no significant difference between the adjustment of boys and girls studying in government secondary school with regards to their low level of emotional intelligence.

6. There is no significant difference between the adjustment of boys and girls studying in private secondary school with regards to their high level of emotional intelligence.

7. There is no significant difference between the adjustment of boys and girls studying in private secondary school with regards to their low level of emotional intelligence.

8. There is no significant difference between the self-Efficacy of boys and girls studying in government secondary school with regards to their high level of emotional intelligence.

9. There is no significant difference between the self-Efficacy of boys and girls studying in government secondary school with regards to their low levelof emotional intelligence.

10. There is no significant difference between the self-Efficacy of boys and girls studying in private secondary school with regards to their high level of emotional intelligence

11.There is no significant difference between the self-Efficacy of boys and girls studying in private secondary school with regards to their low levelof emotional intelligence.

12. There is no significant relationship between emotional intelligence and self-efficacy of boys' and Girls' students studying ingovernment school.

13. There is no significant relationship between emotional intelligence and self-efficacy ofboys and girls' studentsstudying inprivate school

14. There is no significant relationship between emotional intelligence and adjustment of boys'

and girls' studentsstudying in government school.

15. There is no significant relationship between emotional intelligence and adjustment of boys and girls'students studying in private school.

16. There is no significant relationship among emotional intelligence, adjustment and self-efficacy of boys' and girls' students studying in government school.

17. There is no significant relationship among emotional intelligence, adjustment and self-efficacy of boys' and girls'students studying in private school.

DELIMITATIONS:

1) The study is delimited to 600 students of secondary level of govt. and private schools.

2) The Study is delimited to the variables of Emotional Intelligence, Adjustment and Self- Efficacy.

3) The study is delimited to Meerut Distt. Only

4) The study is delimited to Male- Female students.

5) The study is delimited to the following tools:

- Emotional Intelligence Scale (EIS) 2001
- School Adjustment Inventory for School Students (AISS) 2007
- Self-Efficacy

Importance of the Study:

It is beneficial for teachers as it may provide fruitful information that will be help them to upgrade teaching methods and will guide the children on emotional intelligence, adjustment and self- beliefs for their betterment. They will be able to look into poor and

high progress in secondary exams. It would also be helpful for the parents as they may guide their children to improve academics. It may also promote emotional intelligence among male and female students in private and government senior secondary schools in Meerut.

Researcher has certain question in her mind:

- Does emotional intelligence really affect a child's performance?
- What basic requirements do the students need to take care while focusing on their academic performance?
- Which factors are responsible for the poor performance of the children in government schools?
- Whether there any difference between progress of girls & boys on the basis of their adjustment in government and CBSE schools

LITERATURE REVIEW

Studies Related to Emotional Intelligence

1. Nwaka, R. N. (2016)[3]Emotional intelligence as a correlate of social and academic adjustment of first-year university students in South East geo–political zone of Nigeria. ABC Journal of Advanced Research, 5(1), 9–20. The major challenges that they had faced to develop the emotional intelligence and to settle in the new environment.
2. Maizatul Akmal Mohd Mohzan, Hassan, N., & Abd Halil, N. (2013)[6]The influence of emotional intelligence on academic achievement. Procedia – Social and Behavioral Sciences, 90, 303–312.He has studied about the Influence of Emotional Intelligence on Academic Achievement, Questionnaire method was used to obtain the data. Resultsreveals that answerer have utmost level of Emotional Intelligence.

Study to Emotional Intelligence & Self- Efficacy

1. Black et al. (2019)[1] Self-efficacy and emotional intelligence: Influencing team cohesion to enhance team performance, A quasi-experimental study involving 146 business students across 35 teams. It found that higher team-level EI and individual self-efficacy significantly enhanced team cohesion, which in turn improved performance. Self-efficacy also acted as a mediator between EI and cohesion.
2. Colomeischi &Carstiuc (2017)[2] Relation between Self-efficacy, Emotional Intelligence, Stress and Academic Performances. This study revealed a strong positive correlation between EI and SE, and showed that higher SE relates to lower stress—but found no significant correlation between EI/SE and academic performance.

Study related to emotional Intelligence & Adjustment

1. Bhadouria,L.J.(2013)[4] Role of emotional intelligence for academic achievement for students. Research Journal of Educational Sciences. To identify the factors affecting the development of emotional intelligence and to examine the influence of emotional intelligence on students' academic achievement, including the long-term effects of imparting emotional and social skills in school settings.

2. Chamundeswari,S.(2013)[5] Emotional intelligence and academic achievement among students at the higher secondary level. International Journal of Academic Research in Economics and Management Sciences. The study aimed to investigate the relationship between emotional intelligence and academic achievement in higher secondary students, specifically examining variations across state, matriculation, and central board schools.

Research Design

- Research Method¬ Normative survey method of the research
- Population¬ Male and Female students of CBSE and Govt. School in Meerut Distt.
- Sampling Technique¬ Random Sampling Technique
- Sample Size¬ 600
- Area of Sample¬ Meerut Distt.
- Variables used in the Study¬Emotional intelligence, School adjustment and self - Efficacy

Tools to be used:

Review of related testing materials revealed that, i) Suitable tools for the assessment of student's Emotional intelligence, School Adjustment are readily available. Hence, Researcher will use Emotional Intelligence Scale (EIS) 2001) constructed by Anukool Hyde and Sanjyotpethe**;** School Adjustment Inventory for School Students (AISS) (2007) made by A.K.P Sinha and R. P. Singh**. and Self Efficacy Scale.**

Statistical tools to be used:

- Mean
- Standard deviation of the sample
- T-test
- Correlation

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